# THE RIGHT WORK: HOW TEACHERS COLLABORATE AND PLAN FOR TEACHING THE MONTANA COMMON CORE STANDARDS

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#### **OVERVIEW**

- Collaborate with grade-level and school-wide teams
- Deeply understand the Common Core Standards
- Create:
  - Interventions
  - Pacing
  - Vocabulary
  - Common formative assessments

### **HISTORY**

- Adopted Professional Learning Communities (PLC)
  - Support from Superintendent and Board of Trustees
  - .3 FTE Position Created/Professional Development
- Mission/Vision Statements
- ► Time Allotted
  - Early Release
  - Common Prep
- ► Staff "Buy-In"
- Continuous Follow Up

## PREP FOR HALF-DAY COLLABORATION WITH GRADE-LEVEL TEAMS

Schedule of teaming here (example)

	SUB 1	SUB 2	SUB 3	SUB 4
8:15-11:30	Kinder 1	Kinder 2	Kinder 3	Kinder 4
12:00-3:16	1 <sup>st</sup> 1	1 <sup>st</sup> 2	1 <sup>st</sup> 3	1 <sup>st</sup> 4

- Prior Knowledge of Expectations
- Implement MCCS early

## HALF-DAY COLLABORATION WITH GRADE-LEVEL TEAMS

- Getting on the same page
- Material Needed
- Teacher Dedication and Participation
  - Pacing guides by quarter (what worked for them)
  - Reviewed EACH standard as a team
  - Established "I can" statements
  - Created common assessments

#### WHAT TEACHERS ARE SAYING...

"The district provided us with time. I took a class last summer on the Common Core and not just my classmates, but my teacher as well were surprised and in awe at how our district provided time and a vision on implementing MCCS. I have never known my standards, my curriculum so well."

-Jessica Lucas 4th Grade Teacher

#### UNDERSTANDING MCCS

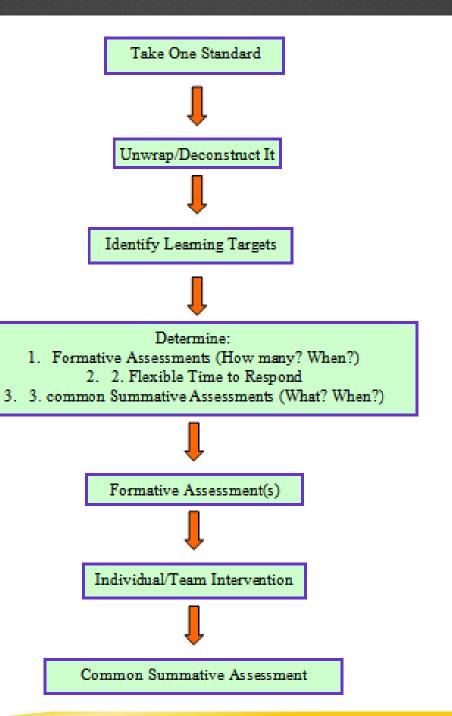
- Support from OPI
  - Jean Howard (Math)
  - Cynthia Green (ELA)
- Visits to Lolo for Information/Support

## TOOLS TO DRIVE THE RIGHT WORK

- Time and substitutes
- Grade Level Teams
- Template for deconstructing/understanding standards
- Administration
- ▶ RTI Coordinator/Administrator Involvement

#### AGENDA

- Basic overview of goals
  - Team norms
  - Review/Discuss standards and student vocabulary
  - Complete template
  - Review current content materials
  - ► Establish Pacing Guides
  - Create common formative assessments
  - Plan for interventions
- Compared old standards to new standards
- Create a list of questions for vertical meeting



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Standard:	
Summative Assessment:	
Vocabulary:	

Target 1	Target 2	Target 3	Target 4
Common Formative	Common Formative	Common Formative	Common Formative
Assessment	Assessment	Assessment	Assessment
Timeline	Timeline	Timeline	Timeline



#### Standard: 1.1A Compare and order numbers to 120 1.1 C Represent numbers on a number line 2.2A Solve problems by counting and making comparisons of objects

Summative Assessment:

Vocabulary: tens, ones, greater than, more/less than, order, ordinal, counting numbers

Target 1	Target 2	Target 3	Target 4
<ul> <li>0-20</li> <li>Name, represent and write 0-20</li> <li>Intro 100's chart</li> <li>Sequence #'s 0-20</li> </ul>	<ul> <li>21-50</li> <li>Name, represent and write</li> <li>100's chart</li> <li>Sequence #'s 21-50</li> <li>Intro ten's and one's/circles and sticks</li> </ul>	<ul> <li>51-100</li> <li>Name, represent and write</li> <li>Able to use 100's chart as tool</li> <li>Sequence 51-100</li> <li>Use ten's and one's to represent</li> <li>Write number represented by tens and ones</li> </ul>	<ul> <li>101-120</li> <li>Name, represent and write</li> <li>Form and interpret 10's and 1's</li> <li>Recognize patterns and advantages to 100's chart/series chart</li> <li>More/greater than less than number sense</li> </ul>
Common Formative Assessment  ✓ Write 100's chart 1-20 ✓ Represent dictated # with cubes ✓ 100's chart puzzle ✓ Sequence number tiles	Common Formative Assessment  ✓ Write 100's chart to 50, color more or less than as dictated.  ✓ Represent dictated number with 10's and 1's  ✓ 100's chart puzzle  ✓ Missing number puzzle - 50	Common Formative Assessment  ✓ Write 51-100, color more or less as dictated.  ✓ Represent random #'s with cubes/tens/ones  ✓ 100's chart puzzle  ✓ Write number when 10's/1's are shown	Common Formative Assessment  ✓ Short ongoing assessment added on to other skill tests  ✓ More than, less than number sense  ✓ Sequencing and patterning numbers
Timeline	Timeline	Timeline	Timeline
Quarter 1	Quarter 2	Quarter 3	Quarter 4

## FULL DAY COLLABORATION WITH SCHOOL-WIDE (VERTICAL) TEAMS

- Finding from ELA and Math Meetings
  - Teachers shared
  - Missing content identified and discussed
  - Who will teach the missing content (if needed)
  - Introduction of the Appendices attached to the standards
  - Same year as our new text adoption (ELA) text adoption one year away (Math)

#### IN CONCLUSION

- Discuss this process
  - ▶ How it might it look in your district?
  - ► How will you address resistance?
- Questions/Comments

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